

# Teaching guide

## IDENTIFICATION DETAILS

Degree:	Primary Education
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Field of Knowledge:	Arts and Humanities
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Faculty/School:	Education and Psychology
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Course:	EDUCATIONAL SUPPORT FOR STUDENTS WITH SPECIAL NEEDS ARISING FROM GENERAL BEHAVIOURAL
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Type:	Optional
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ECTS credits:	6
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Year:	4
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Code:	7461
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Teaching period:	Seventh semester
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Area:	Focus on Special Educational Needs
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Module:	Teaching and discipline
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Teaching type:	Classroom-based
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Language:	Spanish
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Total number of student study hours:	150
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## SUBJECT DESCRIPTION

La asignatura "Atención a los alumnos con necesidades específicas de apoyo educativo derivadas de trastornos generales del desarrollo y de conducta" pertenece a la materia de Atención a las Necesidades Educativas Especiales, dentro del módulo de Didáctico Disciplinar. Consta de 6 créditos ECTS y se imparte en el séptimo semestre del Grado en Educación Primaria, con un total de 150 horas de dedicación por parte del alumno.

Actualmente se está apostando por una educación inclusiva y es por ello, que el Graduado en Educación Primaria con Mención en "Atención a Alumnos con Necesidad Específica de Apoyo Educativo", tiene que ser un profesional capaz de valorar la situación en la que se encuentre cada alumno, para ofrecer los apoyos y estrategias necesarias que se requieran en cada caso, con el fin de dar respuesta a las necesidades de dichos alumnos, en concreto en esta asignatura se hará hincapié en los alumnos con Trastorno del Espectro Autista y alumnos con Trastorno por Déficit de Atención e Hiperactividad. Ello requiere una exhaustiva coordinación con el resto de los profesionales implicados y de las familias, y por ello han de ser profesionales comprometidos con los demás, con un sentido de

búsqueda constante, cuyos valores personales hagan que su perfil profesional y personal proporcione un trato humano y personalizado, que permita el desarrollo integral de todos los niños.

## SKILLS

### Basic Skills

Students must have demonstrated knowledge and understanding in an area of study that is founded on general secondary education. Moreover, the area of study is typically at a level that includes certain aspects implying knowledge at the forefront of its field of study, albeit supported by advanced textbooks

Students must be able to apply their knowledge to their work or vocation in a professional manner and possess skills that can typically be demonstrated by coming up with and sustaining arguments and solving problems within their field of study

Students must have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgments that include reflections on pertinent social, scientific or ethical issues

Students must be able to convey information, ideas, problems and solutions to both an expert and non-expert audience

Students must have developed the learning skills needed to undertake further study with a high degree of independence

### General Skills

To be familiar with the syllabus areas for primary education, the interdisciplinary relationship between them, assessment criteria and the body of didactic knowledge applicable to teaching and learning procedures.

To reflect on classroom practices to innovate and improve teaching activity. To acquire habits and skills for independent, cooperative learning and to foster and promote this learning process among students.

To develop analytical, synthetic, reflective, critical, theoretical and practical thought.

To acquire and commit oneself to ethical values.

To be familiar with and master efficient self-motivation, personal self-assessment, focus on personal achievement and personal leadership techniques.

To design, plan and evaluate teaching and learning processes, both individually and in cooperation with other teachers and school professionals.

To design and regulate learning areas in contexts of diversity, fostering gender equality, egalitarianism and respect for human rights formed by the values of citizen education.

To be familiar with the organisation of primary education schools and the diversity of actions carried out. To carry out tutorship and supervision tasks with students and families, taking into account the special educational needs of

students. To accept that the practice of teaching must be improved and adapted to scientific, educational and social changes throughout one's life.

### Specific skills

To be familiar with the characteristics of students with special educational needs.

To identify where the main difficulties of students with special educational needs lie.

To be aware of the best practice guidelines in a classroom that contains pupils with special educational needs.

To be able to inform other specialist professionals in order to ensure effective collaboration with the centre and teacher in caring for pupils with special educational support needs.

### DISTRIBUTION OF WORK TIME

CLASSROOM-BASED ACTIVITY	INDEPENDENT STUDY/OUT-OF-CLASSROOM ACTIVITY
60 hours	90 hours